FCLE
FPT EDUCATION

FPT Education
TỔ CHỨC GIÁO DỤC FPT

PROGRAM

FPT CONFERENCE ON LANGUAGE AND EDUCATION FCLE 2024

Theme: Rethinking Pedagogical and Methodological Approaches to (Online) Language Teaching and Learning

FPT University, Can Tho Campus, Can Tho City, Vietnam
January 20th – 21st, 2024

INTRODUCTION

FPT Conference on Language and Education is one specific conference that covers different aspects of linguistics and pedagogy, and is organized at a campus of FPT Education. This conference provides an academic excellence platform led by world-renowned English Language Teaching experts, Vietnamese and international researchers, teachers, educators, and education policymakers. Depending on the availability of speakers, this conference provides pre-conference activities that include research training as well as entertainment and team-building sessions.

In particular, FCLE aims to:

- Showcase the most recent research findings that education, TESOL, and English-applied linguistics practitioners can apply in their work context.
- Create professional dialogues on current issues in education, TESOL, and English-applied linguistics.
- Give constructive feedback on potential papers for future publications.
- Collaborate with universities, researchers, and independent individuals who are interested in conducting empirical research that informs their foreign language teaching practices.
- Establish and consolidate partnering relationships between FPT University and domestic and international institutions

FCLE 2024 welcomes academia, professors, researchers, scientists, lecturers, and students in Vietnam as well as those from different parts of the world who pay interest in doing research in language, education, and relevant topics in the theme **"Rethinking pedagogical and methodological approaches to (online) language teaching and learning"**.

This year, the conference will take place at **FPT University, Can Tho Campus, Can Tho City, Vietnam on January 20th – 21st, 2024**.

WELCOME LETTER

It is our great pleasure to welcome you to **FPT Conference on Language and Education – FCLE 2024**, which will take place during January 20 & 21, 2024 at FPT University, Can Tho Campus, Can Tho City, Vietnam. Commencing its kick-off season this year, the theme **"Rethinking pedagogical and methodological approaches to (online) language teaching and learning"** aims to explore practical pedagogical implications that have been withdrawn from your current teaching and research. This conference places a strong focus on the interplay between real teaching situations and educational philosophies which lie behind every lesson. The nexus between theory and practice will be carefully addressed and investigated at this conference so that the discussions can further strengthen and enrich your teaching methodologies.

Attending this event, you will stand a golden chance to build networks and exchange knowledge about the contemporary research topics with Keynote speakers and other presenters who are experienced researchers with the research interests, which should not be missed.

This year, the conference is **hosted at FPT University, Can Tho Campus, Can Tho City, Vietnam**. We believe that your participation, presentation and interaction will make FCLE 2024 a great success. We would love to hear your feedback on your experience at the conference. Thank you for attending and being a part of FCLE 2024.

FCLE 2024 Organizing Committee

CONFERENCE VENUE

FPT UNIVERSITY, CAN THO CAMPUS, CAN THO CITY

600, Nguyen Van Cu Street (extended), An Binh Ward, Ninh Kieu District, Can Tho City, Vietnam

https://cantho.fpt.edu.vn/

Located in the center of Mekong Delta, FPT University, Can Tho Campus provides students with an excellent environment in the fields of Information Technology, Economics, and Languages, that allows students to learn professional knowledge and practice the 21st century skills.

The university campus consists of three main buildings (Beta, Gamma and Alpha Building), including classrooms, functional rooms, and a sports complex, catering to the educational and training needs of over 10,000 students.

The classrooms are fully equipped with modern facilities, including air conditioners, projectors, speakers along with a campus-wide WiFi system. This campus proudly features an iMac lab, IoT lab, a bar counter, and traditional musical instrument rooms. They provide students with an environment to turn theoretical knowledge into practice.

From the very first year, FPT University students are guided to plan their studies over the course of their 4-year university program. English is regarded as a mandatory subject to ensure that every FPT University graduate is equipped with English language skills for their future careers. The faculty at FPT University in Can Tho consists of highly specialized individuals who are always ready to guide students through discussions, debates, group assignments, presentations, and research opportunities.

Studying at FPT University in Can Tho goes beyond the confines of textbooks and classrooms. With a curriculum and materials directly imported from prestigious universities worldwide, adjusted to suit the Vietnamese context, students acquire specialized knowledge through real-world experiential activities like projects, which are exclusive to FPT University.

FPT University collaborates with Coursera, a leading online learning platform. Learning with Coursera provides students with courses from top universities around the world. They are taught by renowned international professors. Integrating (MOOCs) into the curriculum helps FPT University students enhance their learning abilities and access diverse knowledge on a global learning platform. This solid foundation enables FPT students to become more proactive, improve their self-learning abilities, and foster a lifelong learning mindset.

Every year, the FPT Education Organization and FPT University organize a series of competitions, academic conferences, and scientific research opportunities for students to enhance their professional knowledge in their fields, develop their research capabilities, and hone a range of 21st-century skills. Many students also publish their research in reputable international publications.

Vovinam has long been a special feature at FPT University. Students start learning Vovinam from their first year, aiming to enhance their physical fitness and preserve the Vietnamese cultural identity through Vietnamese martial arts. Additionally, ethnic musical instrument classes (such as the đàn cò, đàn bầu, đàn tranh, sáo trúc, and more) are integrated into the curriculum, allowing students to experience and develop a deep appreciation for Vietnamese culture.

What's especially noteworthy is that students engage in on-the-job training (OJT) starting from their third year, providing them with hands-on experience in the workforce. This helps them understand their strengths and weaknesses, and refine their professional skills, ensuring they are well-prepared for employment upon graduation.

AGENDA

FPT CONFERENCE ON LANGUAGE AND EDUCATION - FCLE 2024

January 20th - 21st, 2024

FPT UNIVERSITY, CAN THO CAMPUS, CAN THO CITY

600, Nguyen Van Cu Street (extended), An Binh Ward, Ninh Kieu District, Can Tho City, Vietnam

	January 20th, 2024 (Indochina Time, GMT+7)
06:00-15:30	**Academic Visit & City Tour** (only for registered attendees) **Location:** Entrance Hall, Alpha Building
09:00-15:30	**Check-in** **Location:** Entrance Hall, Alpha Buidling
18:30-20:30	**Gala Dinner**

	January 21st, 2024 (Indochina Time, GMT+7)			
07:45-08:15	**Registration and Guest Welcome** **Location:** Hovilo Great Hall, Alpha Building			
08:15-08:30	**Welcome Remarks & Opening Ceremony** **Location:** Hovilo Great Hall, Alpha Building			
08:30-09:15	**Keynote Speech:** What's in a name for English? Can we call it a Southern language? **Keynote Speaker:** Assoc. Prof. Obaid Hamid, University of Queensland, Australia **Location:** Hovilo Great Hall, Alpha Building			
09:15-10:00	**Keynote Speech:** From Language *Learning* Strategies to Language *Use* Strategies: The Languaging Curriculum **Keynote Speaker:** Asst. Prof. Thanis Tangkitjaroenkun, School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand **Location:** Hovilo Great Hall, Alpha Building			
10:00-10:15	**Group Photo & Break**			
10:15-11:35	**TRACK SESSION [10 minute presentation & 10 minute QnA]**			
	Session TESOL **Session Chair: Dr. Phan Thi Thanh Huyen** (An Giang University, Vietnam) **Location:** Room A303, Alpha Building	**Session PEDAGOGY** **Session Chair: Dr. Nguyen Thi Thu Lan** (FPT University, Vietnam) **Location:** Room A304, Alpha Building	**Session EDUCATIONAL TECHNOLOGY** **Session Chair: Dr. Le Ha Van** (FPT University, Vietnam) **Location:** Room A308, Alpha Building	**Session LINGUISTICS AND CURRICULUM** **Session Chair: Dr. Le Thi Duyen** (FPT University, Vietnam) **Location:** Room A311, Alpha Building
10:15-10:35	**ID:** FCLE 005 **Author: Van Dang** **Title:** Individual Differences in Metacognitive Reading Strategy Usage (MRSU) and Correlation between MRSU and Reading Comprehension Performance	**ID: FCLE 069** **Authors: Nguyen Thi Thanh Tam and Tran Ngoc Tien** **Title:** Unveiling Critical Thinking Pedagogy: Classroom-Based Assessment Strategies in Higher Education	**ID: FCLE 048** **Author: Vu Phuong Thao** **Title:** Learners' Perceptions toward the Use of Kahoot! in English Classroom: A Case at a Private College in Hanoi	**ID: FCLE 068** **Author: Piotr Romanowski** **Title:** Translanguaging in English Medium Instruction at a Polish University. A Controversy or a Solution?
10:35-10:55	**ID: FCLE 041** **Author: Bui Kieu Diem** **Title:** Motivation and Demotivating Factors in English Speaking Learning: A Case Study of Grade 12 Students at a High School in Viet Nam	**ID: FCLE 018** **Author: Chui Ling Tam** **Title:** Identifying Predictors of Group Metacognitive Skills in Adult Autonomous Language Learners	**ID: FCLE 016** **Authors: Ho Thi Thao Nguyen, Le Ha Van and Pham Thi Khanh Ly** **Title:** Exploring the Transformative Potential of Blended Learning with MOOCs: A Case Study in Vietnamese Higher Education Amidst the COVID-19 Pandemic	**ID: FCLE 062** **Author: Phuong Nguyen Thi** **Title:** Challenges Faced by Students in a Flipped EFL Classroom at Fpt Polytechnic College
10:55-11:15	**ID: FCLE 022** **Author: Nhi Le Thi Tuyet** **Title:** Vietnamese EFL Teachers' Perceptions about Prioritized Aspects in Teaching Content Vocabulary	**ID: FCLE 028** **Authors: Ha Ngoc Phung and Le Huu Tri** **Title:** The Relationship between Emotional Intelligence and Language Learning Strategies Used by High School Students	**ID: FCLE 059** **Authors: Anh Tuan Pham, Muhammad Ridhuan Tony Lim Abdullah and Poon Wai Ching** **Title:** Investigating the Acceptance and Intention to Use Blended MOOCs for English Language Learning from English Major Students' Views	**ID: FCLE 024** **Author: Rei KATAOKA** **Title:** The Impact Factors on Teaching Anxiety Using Decision Tree Analysis: A Case Study of English Teachers in Japanese Universities
11:15-11:35	**ID: FCLE 037** **Authors: Hoang Thi Quynh Duong, Le Mai Van and Hoang Thi Quynh Ngan** **Title:** Use of Self-Assessment of Video Recordings to Improve Students' English Presentation Skills in a Distance Learning Course	**ID: FCLE 009** **Author: Vu Le Bao Trinh** **Title:** Constructivism in Interdisciplinary Language Teaching and Learning	**ID: FCLE 019** **Authors: Mai Thi Truc Le and Khue Van Tran** **Title:** The Impacts of Students' Acceptance of ChatGPT on their Academic Self-Efficacy	**ID: FCLE 013** **Authors: Nghi Tran Tin, Thang Nguyen Tat and Hai Pham Hong** **Title:** Delving into L1 Negative Transfer of Vietnamese English Language Learners: A Qualitative Study
11:35-13:30	**LUNCH BREAK**			
13:30-14:15	**Keynote Speech:** Connecting English Language Instruction to Real and Virtual Worlds **Keynote Speaker:** Prof. ZhaoHong Han, Teachers College, Columbia University, USA **Location:** Hovilo Great Hall, Alpha Building			
14:15-15:35	**TRACK SESSION [10 minute presentation & 10 minute QnA]**			
	Session TESOL **Session Chair: Dr. Phan Thi Thanh Huyen** (An Giang University, Vietnam) **Location:** Room A303, Alpha Building	**Session PEDAGOGY** **Session Chair: Dr. Nguyen Thi Thu Lan** (FPT University, Vietnam) **Location:** Room A304, Alpha Building	**Session EDUCATIONAL TECHNOLOGY** **Session Chair: Dr. Le Ha Van** (FPT University, Vietnam) **Location:** Room A308, Alpha Building	**Session LINGUISTICS AND CURRICULUM** **Session Chair: Dr. Le Thi Duyen** (FPT University, Vietnam) **Location:** Room A311, Alpha Building
14:15-14:35	**ID: FCLE 004** **Authors: Nguyen Duc Phuong Trang and Tran Ngoc Tien** **Title:** An Investigation of the Impact of Student Outcomes on EFL Teacher Emotions	**ID: FCLE 060** **Authors: Chi Kim Pham and Su Li Chong** **Title:** Exploring Students' Silence in Online English as a Foreign Language (EFL) Learning	**ID: FCLE 003** **Authors: Tran Ngoc Tien, Lu Van Tuan and Nguyen Thi Ton Nu Phuong Linh** **Title:** Learner Engagement: A Comparative Analysis between Online and Offline Teaching Modes	**ID: FCLE 066** **Authors: Thang Nguyen Tat, Hai Pham Hong and Nghi Tran Tin** **Title:** Exploring Opening Sequences and Addressing Strategies in Vietnamese Telephone Requests: A Study of Politeness and Power Dynamics
14:35-14:55	**ID: FCLE 042** **Authors: Cao Thi Mai Thy and Nguyen Thi Thuy Nuong** **Title:** Vietnamese EFL Learners' Common Errors in Using Punctuation in Writing	**ID: FCLE 023** **Author: Nguyen Thanh Ly** **Title:** Investigating the Relationship between Sub-constructs of School Belonging and Students' Motivation to Learn at Universities	**ID: FCLE 001** **Authors: Ho Thi Thao Nguyen and Le Ha Van** **Title:** Challenges and Implications of Blended Learning Adoption in the Age of Communication Technology: Lessons from the COVID-19 Pandemic	**ID: FCLE 012** **Author: Danh Thanh Ly** **Title:** The Perception of University Students of the Use of Quillbot in English Writing Classes
14:55-15:15	**ID: FCLE 030** **Authors: Dang Lam Ngoc Dieu and Chong Su Li** **Title:** Rethinking Digitally-mediated Reading Assessment Practices: An Investigation into the Vietnamese EFL Undergraduates' Attitudes	**ID: FCLE 050** **Authors: Nguyen Thi Chien, Nguyen Thi My Linh and Mai Thi Chuc Hanh** **Title:** Student's Satisfaction with Career and Job Placement Services: A Case Study at a Vietnamese Private University	**ID: FCLE 021** **Authors: Uyen Thao Truong, Cong Thanh Vo, Hoang Tien Le, Chi Hung Nguyen and Ngoc Hoang My Nguyen** **Title:** Leveraging Google Translate for English Speaking Proficiency: A Look into Students' Attitudes	**ID: FCLE 029** **Author: Le Do Uyen** **Title:** Advertising Discourse in Korean and Vietnamese: from the Perspective of Consumer Perception
15:15-15:35	**ID: FCLE 065** **Authors: Suksan Suppasetseree and Tam Duong** **Title:** Comparison Study of Vietnamese Undergraduate Students' English Speaking Skills in a Traditional Classroom and AI-Assisted Learning	**ID: FCLE 027** **Author: Nguyen Viet Thi** **Title:** Teachers' and Students' Attitudes toward the Use of English-Only Instruction in EFL Classrooms: A Case Study at a University in the Mekong Delta	**ID: FCLE 017** **Authors: Vu Khanh Duong and Danh Thanh Ly** **Title:** University Students' Attitudes Towards the Utilisation of TikTok in Boosting Oral Proficiency	**ID: FCLE 038** **Authors: Ha My Phuong and La Hong Quan** **Title:** Navigating the AI-Powered Creative Landscape: A Study of Student Perceptions and Behaviors in Graphic Design Education at FPT University in Vietnam
The end of FPT Conference on Language and Education - FCLE 2024				

KEYNOTE SPEAKERS

Assoc. Prof. Obaid Hamid
University of Queensland, Australia

Assoc. Prof. Obaid Hamid is an Associate Professor of TESOL Education at the University of Queensland, Australia. He teaches and researches policy and practice of TESOL education in developing societies. Specifically, he has researched world Englishes in pedagogy and assessment, English language and development, and English-medium instruction in relation to identity and social division. He has worked with half a dozen PhD scholars from Vietnam who have examined projects related to English in primary education, and learner autonomy, English-medium instruction and CEFR in Vietnamese higher education, and test-taker perspectives on the TOEFL and the IELTS tests.

Assoc. Prof. Obaid Hamid is currently exploring English as a Southern language. He is also involved as a co-editor in two volumes: Language in Society in Bangladesh and Beyond: Voices from the Global South (Routledge, in press) and Language and Sustainable Development: Policies, Practices, and Perceptions in Bangladesh (Routledge, in progress). He is Special Issue Editor of Current Issues in Language Planning and a member of the editorial boards of Discourse: Studies in the Cultural Politics of Education, English Teaching: Practice & Critique, and Asiatic. He is a Bangladeshi immigrant in Australia where he lives with his wife and three children. He speaks Bangla as his first language, and he is a beginner learner of Arabic.

His research profile and publications can be found in the following sites:
http://researchers.uq.edu.au/researcher/1604
https://scholar.google.com.au/citations?user=MZpRIwQAAAAJ&hl=en

Title

What's in a name for English? Can we call it a Southern language?

Abstract

Any model of the language pedagogical enterprise is likely to inquire the target language along with pedagogy itself, curriculum, assessment and the context of teaching and learning. This is imperative for English, as the stakes of the global language are extremely high for students, teachers, families, communities, and societies. Moreover, English has broken the record of all human languages by propagating a non-native speaker population which is about three times bigger than its native counterpart. There has been a steady flow of research that has examined the question of what English to teach and why. English has been given many names in relation to what it is, where it came from, and what it does. Thus, we have had names for English related to race, geography, geopolitics, education, social application, ontology, epistemology, religion, etc. This presentation will provide a critical overview of key theorisations of English and highlight their contribution to teaching, learning, and knowledge-making in the pedagogical sphere. This theoretical stock-taking will lead to introducing English as a Southern language and explaining the rationale behind this thinking around English. This will be followed by examples of Southern ways of English selected from different social contexts to encourage pedagogical reflection. It will be argued that Northen English has to be claimed by societies in the Global South including Vietnam and this can be beneficial for pedagogical, epistemological and ethical engagement by teachers, students and institutions.

KEYNOTE SPEAKERS

Asst. Prof. Thanis Tangkitjaroenkun

School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand

Asst. Prof. Tangkitjaroenkun is a Lecturer in English and an Assistant Dean for Student Competency Development and Internationalization at the School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand.

He is the Editor-in-Chief of reFLEctions Journal (*https://so05.tci-thaijo.org/index.php/reflections/about*) - the publishing venue for 2024 FCLE high-quality papers.

Title

From language *learning* strategies to language *use* strategies: The languaging curriculum

Abstract

Given a large number of published studies, it is not too far-fetched to posit that ELT scholars and theorists are obsessed with language learning strategies. They have categorized, sub-categorized and re-categorized strategies into a long list of taxonomy: from O'Malley (1985), Rubin (1987) to Oxford (1990). While most of the strategies such as cognitive, metacognitive and affective strategies are directly related to language learning and get all the spotlight, the communication strategies, which emphasize the language use, seem lackluster and are put in the shadow. In this presentation, I will argue that in the world of unpredictable, fast-paced change driven by digital disruption, language learners need to be equipped with language use strategies which are more sustainable and practical. Hence, there is a need to shift our ELT focus from language learning strategies to language use strategies. The languaging curriculum, designed by a team of language educators at King Mongkut's University of Technology Thonburi, Thailand, consisting of three core courses – hobby, review and Wikipedia - will be used as an example of how language learners can be trained to develop language use strategies. The underlying belief, pedagogical practice, benefits and challenges of the languaging curriculum will also be discussed.

KEYNOTE SPEAKERS

Prof. ZHAOHONG HAN

Teachers College, Columbia University, USA

Prof. ZhaoHong Han is Professor of Applied Linguistics and Director of the Center for International Foreign Language Teacher Education at Teachers College, Columbia University.

Prof. Han's scholarly interests are broadly in second language learning, second language teaching, and their interface. Her work on fossilization, crosslinguistic influence, corrective feedback, second language thinking for speaking, second language reading and vocabulary development, second language reading instruction, input enhancement, second language *ab initio* input processing, task-based language learning, and foreign language teacher education, among many topics, has appeared in a variety of journals and books. Prof. Han is the recipient of the 2003 International TESOL Heinle and Heinle Distinguished Research Award as well as a repeated recipient of the Teachers College, Columbia University Outstanding Teacher Award.

Prof. Han has served on multiple editorial boards of academic journals including *Applied Linguistics* (Oxford University Press) and *Language Teaching* (Cambridge University Press). She has served as a keynote speaker at numerous international conferences on second language acquisition and second language teaching.

Over the last twenty years, in addition to teaching graduate courses (from theory to research to practice) and sponsoring doctoral dissertations at Teachers College, Dr. Han has consulted to universities and school districts on research and teacher development grants and second language programs, curriculums, and materials. She has designed and conducted foreign language teacher education programs in various parts of the world, and she is multilingual.

Title

Connecting English Language Instruction to Real and Virtual Worlds

Abstract

Today's increasingly interconnected world requires a singular goal for English-as-a-Foreign-Language (EFL) instruction: to develop learners' functional competence, which is usable in the real world and allows learners to meet their communicative needs accurately, fluently, and appropriately. Instructors should, therefore, seek to create conditions conducive to such an endeavor to ensure that teaching and learning are accountable to the goals.

In this keynote, I outline the conditions that second language acquisition (SLA) research has proven to be crucial for instructional efficacy and highlight the importance of connecting these conditions to the real and virtual worlds so that the essential conditions can be optimized and learning can be maximized. And I provide sample strategies for achieving this.

To begin, I will give a quick, historical snapshot of how foreign languages have been taught, and explain why it is crucial to upend a discrete grammar and isolated vocabulary centered approach to teaching and to replace it with one that leverages communicative meaning or content to bootstrap a functional competence that prioritizes understanding form-meaning-use relationships over piecemeal knowledge about elements of grammar and vocabulary. Next, I will introduce and explain the essential conditions. Finally, I will offer sample strategies for connecting instructional conditions to the real and virtual worlds.

SESSION TESOL

Time: 10:15 – 15:35, January 21st, 2024 (Indochina Time, GMT+7)
Location: Room A303, Alpha Building
Session Chair: Dr. Phan Thi Thanh Huyen, An Giang University, Vietnam

FCLE 005

10:15 – 10:35

Individual Differences in Metacognitive Reading Strategy Usage (MRSU) and Correlation between MRSU and Reading Comprehension Performance

Van Dang
FPT University, Hanoi, Vietnam

Abstract

The concern for the actual status of learners' reading strategy usage during the classroom-based reading process for better reading comprehension called for this investigation, especially at the research site where reading skills play a pivotal role in students' whole learning process. The main aims of the study included examinations of (1) the frequency of metacognitive reading strategy usage (MRSU), (2) individual differences among students of IT, Economics, and English Studies in MRSU that need investigating as suggested by previous researchers, and (3) the relationship between MRSU and final reading test scores that has not been examined by any past studies. The study utilized the knowledge monitoring assessment (KMA) theory to explain the MRSU-reading score relationship. An explanatory sequential mixed methods design was conducted on 272 participants who responded to the Survey of Reading Strategies (SORS) in the first phase and 10 respondents in semi-structured interviews in the second phase. The quantitative data analysis revealed nearly 60% of moderate reading strategy users, statistically significant differences among IT, Economics, and English Studies majors in MRSU, and no correlation between MRSU and reading performance. Qualitative information further explained for major quantitative findings, of which the outstanding results disclosed reading test scores were affected by multiple factors, both internal and external, and this result is one practical contribution of the study. The theoretical contribution lies in the finding on the MRSU-reading score relationship that disproved the KMA. Pedagogical implications for instructors and students were also discussed.

Keywords

Metacognitive reading strategies, SORS, Reading comprehension performance, Final reading test scores.

FCLE 041

10:35 – 10:55

Motivation and Demotivating Factors in English Speaking Learning: A Case Study of Grade 12 Students at a High School in Viet Nam

Bui Kieu Diem

FPT University, Can Tho City, Vietnam

Abstract

This study underscores the critical role of motivation in second or foreign language acquisition (Gardner, 1985; Scarcella & Oxford, 1992), defined as comprising personal goals, attitudes, desires, and effort (Gardner, Tremblay, & Masgoret, 1997). Focusing on grade 12 students at a high school in Viet Nam, our research aims to explore their motivation profiles and identify demotivating factors influencing their English-speaking proficiency. Employing a descriptive research design, we gathered data through a survey questionnaire adapted from Schmidt et al.'s (1996) and based on Dornyei's (1994) model of language learning motivation. This questionnaire was administered to 103 participants. The findings revealed a prevalence of extrinsic motivation among the students. Notably, teacher behavior-related factors emerged as the most influential demotivators in English-speaking learning, followed by challenges related to textbooks and environmental factors. Furthermore, participants emphasized the pivotal role of supportive learning environments in kindling their motivation. In light of these results, this paper advocates for an augmented role of educators in both igniting and sustaining learners' motivation throughout the learning journey. Our study contributes contemporary insights into the dynamic interplay of motivation and demotivation within English-speaking acquisition, aligning with recent developments and practical strategies proposed by Smith (2022) in the Language Education Journal.

Keywords

Motivation, Demotivating factors, English speaking.

FCLE 022

10:55 – 11:15

Vietnamese EFL Teachers' Perceptions about Prioritized Aspects in Teaching Content Vocabulary

Nhi Le Thi Tuyet

FPT University, Can Tho City, Vietnam

Abstract

Vocabulary plays a vital role in the English language learning and teaching process. A review of the existing literature appears to show that while it is known about the impact of vocabulary instruction on reading skills, word knowledge, and reading comprehension, knowledge of the underlying theories that guide vocabulary instruction and their potential impact on teachers' performance and/or students' achievement is modest. The descriptive study aims to investigate Vietnamese EFL teachers' perceptions about prioritized aspects in teaching content vocabulary and the underlying reasons underpinning their selection of these prioritized aspects. In this study, a semi-structured interview was carried out to collect the data. The results revealed that the teacher participants tended to share common perceptions of prioritized aspects in teaching content vocabulary. In particular, five main aspects of vocabulary were consistently prioritized by the majority of the teachers, including spoken form, written form, form and meaning, grammatical functions and constraints on use. With respect to the underlying reasons that

impacted these teachers' prioritized aspects in teaching vocabulary, it was found that the selection of prioritized aspects was affected by learners' levels, background knowledge, topic or content in the textbook and the objectives of the lessons. The results of this study, though rather limited in its scope, contribute to the existing understanding of EFL teachers' perceptions in relation to teaching English in the Vietnamese context, an area that has received modest attention up to date.

Keywords

Content vocabulary, Prioritized aspects, EFL.

FCLE 037

11:15 – 11:35

Use of Self-Assessment of Video Recordings to Improve Students' English Presentation Skills in a Distance Learning Course

Hoang Thi Quynh Duong, **Le Mai Van** and Hoang Thi Quynh Ngan

Hanoi University of Industry, Hanoi, Vietnam

Abstract

This research explores whether using video recordings might assist English-majored students in a distance learning course become more conscious of how their presentation skills are developing. Participants were asked to review their video recordings and assess their performance by using a Self-Assessment Checklist (SAC). Data were collected quantitatively and qualitatively through SAC and focus-group interviews. Results showed that students believed this study approach of video recordings could develop their presentation skills. By watching repeatedly and evaluating their work, students' language and skills could be promoted. Consequently, they became more confident, motivated and autonomous. Students were able to observe that certain delivery skills such as body language, intonation, pauses, emphasis and voice quality, needed improving. Findings also reported the essential and influential factors for effective presentations. Pedagogical implications are discussed.

Keywords

Presentation skills, Video recordings, Self-assessment, Distance-learning course.

FCLE 004

14:15 – 14:35

An Investigation of the Impact of Student Outcomes on EFL Teacher Emotions

Nguyen Duc Phuong Trang[1] and Tran Ngoc Tien[2]

[1]*Hoa Sen University, Ho Chi Minh City, Vietnam*

[2]*Vietnamese-German University, Binh Duong Province, Vietnam*

Abstract

Teachers' emotions have been found to have a strong impact on their job quality and effectiveness. Teachers who are found satisfied in their jobs are more likely to be more engaged and effective in their teaching and have a higher level of well-being. However, not all teachers find that the teaching profession is a source of happiness. Many factors, including students' outcomes, may have a strong impact on teachers' job satisfaction, motivation, and emotions. This study aims to explore to what extent factors of student outcomes, namely students' emotions, beliefs, motivation, discipline, and performance, can affect EFL teachers' emotions and what strategies EFL teachers employ to cope with their emotional responses. A qualitative approach was employed with in-depth interviews, group discussions, and classroom observations to collect at Sai Gon and Hoa Sen Universities, in Ho Chi Minh City, Vietnam. The findings bring to the fore a complex tapestry of emotions, both positively and negatively, experienced by EFL teachers in response to the varying trajectories of student outcomes. The feelings of accomplishment, fulfillment, and pride emerged as prevailing emotions when students excelled in their learning journey. Conversely, moments of frustration, disappointment, and self-doubt surfaced when student progress fell short of expectations. The study may make some theoretical and practical contributions in the field of emotional dimensions of educational settings, highlighting that teacher emotions are not just reactions to student outcomes but are worth concern in the teaching process.

Keywords

Student outcomes, Teachers' emotions, EFL, Teaching profession.

FCLE 042

14:35 – 14:55

Vietnamese EFL Learners' Common Errors in Using Punctuation in Writing

Cao Thi Mai Thy[1] and **Nguyen Thi Thuy Nuong**[2]

[1]*FPT University, Can Tho City, Vietnam*

[2]*Gia Viet English Center, Can Tho City, Vietnam*

Abstract

English punctuation plays a crucial role in conveying meaning and clarity in written communication. Proficiency in punctuation is essential for effective language expression, especially for Vietnamese learners of English as a Foreign Language (EFL). The use of correct punctuation marks ensures that ideas are organized coherently, facilitating comprehension for readers. Despite its significance, learners, particularly those at the intermediate level, may encounter challenges in mastering the intricacies of English punctuation. Therefore, this study was conducted to examine: (1) the familiarity of intermediate Vietnamese EFL learners with English punctuation, (2) the recurring punctuation mistakes in EFL writing,

and (3) the underlying causes contributing to punctuation errors in the written work of Vietnamese learners. The study involved 41 participants, comprising intermediate EFL learners enrolled in an English Centre in the Mekong Delta, Vietnam. Data was collected through a punctuation proficiency assessment and essay submissions. The findings revealed that the majority of intermediate EFL learners possess a moderately proficient grasp of English punctuation. Predominant punctuation errors encompass improper use of commas, periods, ellipses, and semicolons, as well as instances of missing semicolons, commas, and periods. The most frequently occurring errors are observed in semicolons, followed by commas and periods. Four overarching factors contributing to these punctuation errors include deficiencies in linguistic competence, limited knowledge of English punctuation rules, inattention to punctuation during the writing process, and a dearth of practice.

Keywords

Punctuation errors, Punctuation mistakes, Punctuation knowledge, Punctuation proficiency, Writing.

FCLE 030

14:55 – 15:15

Rethinking Digitally-mediated Reading Assessment Practices: An Investigation into the Vietnamese EFL Undergraduates' Attitudes

Dang Lam Ngoc Dieu[1,2] and Chong Su Li[1]

[1]*Universiti Teknologi PETRONAS, Perak, Malaysia*
[2]*FPT University, Can Tho City, Vietnam*

Abstract

In recent years, the pervasive integration of technology has transformed various spheres. This shift is notably evident in education, where technology has become not just a supplementary tool but an integral part of teaching, learning, and assessment practices. Among the array of skills, reading is acknowledged the most essential and pose a distinctive challenge when it comes to online mode, raising special concerns among students, teachers and educators. With the notion that EFL' attitudes are recognized as one of the most influential factors to the learning outcomes, this study aims to investigate the perceptions of undergraduates on online reading assessments and the underlying reasons. All participants are undergraduates in Can Tho city, Vietnam who have undergone English preparation courses and online reading tests. To meet these purposes, the mixed research method was employed. The conclusions inferred from the study was that most EFL respondents had neutral attitudes on e-assessment application. Notwithstanding some limitations in terms of the scale and research instrument, the findings of this study will give teachers, educators, and policymakers more insights and practical implications in improving online reading assessment practices in institutes in the Vietnamese contexts.

Keywords

Digitally mediated reading assessments, Online reading tests, EFL's attitudes, Undergraduates' attitudes.

FCLE 065

15:15 – 15:35

Comparison Study of Vietnamese Undergraduate Students' English Speaking Skills in a Traditional Classroom and AI-Assisted Learning

Suksan Suppasetseree[1] and **Tam Duong**[2]
[1]*Suranaree University of Technology, Nakhon Ratchasima, Thailand*
[2]*FPT University, Can Tho City, Vietnam*

Abstract

English speaking is a vital skill for students to achieve greater academic results and improve communicative competence. Nevertheless, the students in traditional English classrooms in Vietnam are facing difficulties in English speaking, owing to their English exposure shortage and limited English-speaking environment. These drawbacks hindered the students from achieving speaking skills successfully and demotivated them to speak English in such classrooms. While artificial intelligence (AI) technologies have been recommended as effective tools for enhancing students' English speaking skills due to their flexibility, interactive functions, and the possibility of providing learner-centered environments to students, which can enhance their speaking skills, little research in Vietnam has studied this aspect. Particularly, not many researchers have investigated and compared the students' English speaking skills between a traditional English classroom and AI-assisted learning (AIAL). Therefore, this present study aims to investigate and compare the improvement of students' English speaking skills between the two types of learning. This study utilized a quasi-experiment conducted with 60 Vietnamese undergraduate students. The participants were informed of the research ethics before joining the experiment. Pre- and post-speaking tests were employed as the research instruments. The paired sample t-test was utilized to compare the two groups. The results revealed that students with AI-assisted learning tended to significantly improve their English speaking skills much more than those in a traditional classroom with $p < 0.05$. The research's findings suggest the effective combination between traditional classrooms and AI-assisted classrooms in teaching English speaking skills.

Keywords

AI-assisted learning, Traditional classroom, Speaking skills, Technology-enhanced language learning, Artificial intelligence.

SESSION PEDAGOGY

Time: 10:15 – 15:35, January 21st, 2024 (Indochina Time, GMT+7)
Location: Room A304, Alpha Building
Session Chair: Dr. Nguyen Thi Thu Lan, FPT University, Vietnam

FCLE 069

10:15 – 10:35

Unveiling Critical Thinking Pedagogy: Classroom-Based Assessment Strategies in Higher Education

Nguyen Thi Thanh Tam[1] and Tran Ngoc Tien[2]
[1]*FPT University, Ho Chi Minh City, Vietnam*
[2]*Vietnamese–German University, Binh Duong Province, Vietnam*

Abstract

Promoting critical thinking (CT) skills has largely attracted the concern of numerous relevant stakeholders, including teachers, students, and policymakers, with the assumption that CT is a vitally learned skill badly needed by graduates. This study explores the extent of classroom-based assessment strategies used to promote the critical thinking ability of undergraduate students in Vietnam. Qualitative research approaches were employed through in-depth interviews, classroom observation, and assignment analysis with a curriculum review of the Global Citizens Program at Swinburne Vietnam Alliance Program with FPT Education. The findings show that teachers have widely applied a couple of assessment techniques to increase the CT capability of students, including peer review, reflective writing, case study analysis and evaluation, teamwork projects, research-type assessments, problem-solving, etc. Furthermore, lecturers who are more aware of the importance of CT and those who are more flexible and skilled in testing self-developing techniques have more strategies for incorporating CT into their assessments. The study reveals that if CT is explicitly stated in the program learning outcomes and incorporated into the course outlines, it is more likely to be implemented.

Keywords

Classroom-based assessment, Critical thinking, Undergraduate students.

FCLE 018

10:35 – 10:55

Identifying Predictors of Group Metacognitive Skills in Adult Autonomous Language Learners

Chui Ling Tam

Hokkaido University, Sapporo, Japan

Abstract

Since the understanding of the factors influencing group metacognitive skills remains limited, this study attempts to predict the level of group metacognitive skills of language learners in the context of autonomous collaborative learning using data mining methods. It aims to identify predictors of group metacognitive skills in adult autonomous language learners. The study used an online survey of 150 learners who are learning Japanese or English through tandem learning with their learning partners. The outcome measure is the participant's score on a revised group metacognition scale. With seven possible factors to consider, data mining was performed using JASP software and decision tree analysis was applied. As a result, a model with an accuracy rate of 66.7% was obtained. It was found that native language, learning period, employment status, age group, and target language proficiency were the five most influential factors contributing to the level of metacognitive skills of the learner group. Furthermore, it was found that only non-student Japanese and non-student English native speakers who had been using Tandem for more than three months but were at the beginning level of the target language had a higher chance of having low group metacognitive skills. The results of this study are the first to attempt to provide a clear picture of the patterns of learners with high levels of group metacognitive skills. This will provide teachers and researchers with a first insight into these issues.

Keywords

Group metacognitive skills; Decision tree; Tandem learning.

FCLE 028

10:55 – 11:15

The Relationship between Emotional Intelligence and Language Learning Strategies Used by High School Students

Ha Ngoc Phung and Le Huu Tri

FPT University, FPT High School, Can Tho City, Vietnam

Abstract

Emotional intelligence (EI) is widely recognized as a crucial determinant of success in several domains, including education. In addition to EI, language learning strategies (LLS) also play a significant role in facilitating a learner's achievements. Therefore, the primary objective of this study is to examine the extent to which students possess EI, their utilization of LLS, and the potential correlation between EI and LLS. Furthermore, the research aims to obtain feedback from students about their teachers' utilization of teaching methods that align with students' EI and LLS. In this study, 425 students at FPT high school in Mekong Delta are involved in completing the questionnaire, built on the Trait Emotional Intelligence Questionnaire–Short Form (TEQue-SF) framework of Petrides and Furnham (2001) and the Strategy Inventory for Language Learning (SILL) of Oxford (2017). Then, ten of them are selected to conduct a

semi-structured interview to gain more insights of their thoughts and their suggestions. The results showed that both the general scale of EI and LLS were at the moderate level. Furthermore, a statistically significant relationship exists between the degree of EI and the utilization of LLS. Moreover, it was worth noting that certain students express a desire for their teachers to tailor the teaching methods to align with their individual LLS and promote their EI. The study concluded by proposing recommendations for enhancing students' EI and LLS, as well as delineating potential avenues for further research.

Keywords

Emotional intelligence, FPT high school, High school students, Language learning strategies, Relationship between EI and LLS.

FCLE 009

11:15 – 11:35

Constructivism in Interdisciplinary Language Teaching and Learning

Vu Le Bao Trinh

FPT University, Ho Chi Minh City, Vietnam

Abstract

Constructivism is emerging as a dominant paradigm in education. The core principle is that learning should be interactive, and learners are encouraged to construct their knowledge actively rather than being passive listeners in classes. As language is necessary for the learning process, the principles of constructivism have also been applied to language teaching and learning. In the contemporary world, language becomes a tool not only to communicate with people from other cultural backgrounds but also through which one gains consciousness of his own culture. This paper argues that, for learners to acquire both knowledge and skills sufficient to cope with a rapidly changing world, language teaching and learning need to be considered from an interdisciplinary approach via constructivism-based teaching methods. Based on the author's experiences and observations, the paper presents a practical example of a course in Japanese Studies currently taught at FPT University, Vietnam. The paper first revisits the theory of constructivism as a learning strategy in the context of foreign language teaching and learning, along with the basic approaches of an interdisciplinary curriculum in close accordance with the course. Then, it briefly describes how constructivist activities are available both outside and inside the classroom. While reinforcing the importance of constructivism in education, the paper suggests how language teaching can be linked to other subjects to equip learners with a more comprehensive awareness of the world.

Keywords

Constructivism, Foreign language learning, Interdisciplinary approach, Language and culture, Language teaching.

FCLE 060

14:15 – 14:35

Exploring Students' Silence in Online English as a Foreign Language (EFL) Learning

Chi Kim Pham[1, 2] and Su Li Chong[2]

[1]*FPT University, Can Tho City, Vietnam*

[2]*Universiti Teknologi PETRONAS, Perak, Malaysia*

Abstract

Silence is a prevalent phenomenon in language learning in which learners remain silent, which may be challenging for instructors and is detrimental to the foreign language input and output required for language development. Silence has been investigated initially in the face-to-face classroom and discussed thoroughly over the years. Most studies emphasized the role of verbal interaction in language learning, while silence exists in English as a Foreign Language context as a part of the interaction. Rare research investigates silence in online learning contexts to understand students' ways of experiencing silence. Therefore, this study aims to explore how Vietnamese undergraduates experience silence in online English as a Foreign Language learning using phenomenography (Marton, 1986). Data were conducted through semi-structured interviews with fifteen Vietnamese undergraduates analyzed following the phenomenographic principles to identify each conception's referential and structural aspects. Four categories were found as physical-virtual space, socio-affective presence, psycholinguistic function, and interactivity. The findings illustrate the multilayers and complexities of students' silence in an online English as a Foreign Language context and point out new findings to discover potentially in language learning. It implies that silence can be a powerful tool for students learning, so understanding multifaceted students' silence will enhance educators' pedagogical practices in foreign language teaching and learning.

Keywords

Silence, Online learning, Phenomenography, English as a Foreign Language.

FCLE 023

14:35 – 14:55

Investigating the Relationship between Sub-constructs of School Belonging and Students' Motivation to Learn at Universities

Nguyen Thanh Ly

University of Education, Vietnam National University, Hanoi, Vietnam

Abstract

A sense of school belonging was described as the extent to which students feel personally welcomed, respected, included, and supported by others in the school social environment. According to current research, a sense of school belonging is positively related to academic performance and self-concept but adversely correlated with problem behaviors or school dropout. Relationships with students and teachers, pride in membership, and judgments of the task value at schools can all influence school belonging. The purpose of this study is to investigate the links between the sense of school belonging

constructs and students' motivation to learn. The research used a quantitative research method, and SPSS 26 was used to analyze 337 valid responses from university students. According to the findings of the study, pride in membership, relationships with teachers, and peer interaction are sub-constructs of school belonging that have a significant impact on learners' motivation to learn at school. This study gives more information for the theoretical framework on students' psychological concerns as well as evidence for school administrators to consider when selecting activities to get their students involved and feel included to improve the school's quality.

Keywords

A sense of belonging, Pride in membership, Relationship with the teacher, Peer interaction, Motivation, University students.

FCLE 050

14:55 – 15:15

Student's Satisfaction with Career and Job Placement Services: A Case Study at a Vietnamese Private University

Nguyen Thi Chien[1], **Nguyen Thi My Linh**[1] and Mai Thi Chuc Hanh[2]

[1]FPT University, Ho Chi Minh City, Vietnam
[2]Foreign Trade University, Hanoi, Vietnam

Abstract

This quantitative study was conducted to measure and identify the factors that affect students' satisfaction with career and job placement services at a private university in Vietnam. Based on the SERVPERF scale, the study proposes a research model including six dimensions and 28 variables. Data were collected from 180 junior and senior students through a questionnaire (119 male and 61 female). The results showed that students' satisfaction at the Vietnamese private university was driven by four dimensions: (1) tangibles, (2) assurance, (3) reliability, and (4) career guidance and job placement events. Based on those four dimensions, some recommendations for the university's administration were proposed to increase the quality of education and student satisfaction.

Keywords

Services quality, Student satisfaction, Job placement, Career guidance.

FCLE 027

15:15 – 15:35

Teachers' and Students' Attitudes toward the Use of English-Only Instruction in EFL Classrooms: A Case Study at a University in the Mekong Delta

Nguyen Viet Thi

FPT University, Can Tho City, Vietnam

Abstract

The recent focus on Communication Language Teaching (CLT) seems to have fueled a belief in an English-only classroom. It appears to have fostered the notion that English should be taught exclusively in classrooms. In EFL classes, however, the views of teachers and students towards the use of English-only instruction have received a comparatively small amount of attention. The purpose of this article is to investigate Vietnamese university teachers and non-majored students' perspectives to the use of English-only instruction in EFL classes, as well as their agreement with potential barriers to its use in these settings. As a result, major obstacles have been identified, and solutions to overcome them have been proposed. A mixed quantitative and qualitative analysis of questionnaires and interviews with 56 university instructors and 135 students reveals that they do not support English-only classrooms. Furthermore, they come to in agreement with potential obstacles that prevent the use of English-only in EFL classrooms. They argue that including Vietnamese in the curriculum could be viewed as a solution to English-only classes. The findings of the study drew out certain consequences for pedagogy as well as the implications for more research in the future.

Keywords

English-only instruction, English-only in classrooms, English-only instructional policies, English-only policy, EFL classroom, Language instruction, Language attitudes, Language of instruction impact, Language education controversies, Teacher attitudes, Student attitudes, Language instruction.

SESSION
EDUCATIONAL TECHNOLOGY

Time: 10:15 – 15:35, January 21st, 2024 (Indochina Time, GMT+7)
Location: Room A308, Alpha Building
Session Chair: Dr. Le Ha Van, FPT University, Vietnam

FCLE 048

10:15 – 10:35

Learners' Perceptions toward the Use of Kahoot! in English Classroom: A Case at a Private College in Hanoi

Vu Phuong Thao
FPT University, FPT Polytechnic, Hanoi, Vietnam

Abstract

Technology has been increasingly integrated into the teaching environment as an effective tool to bolster students' learning experiences. Under the light of a motivation theory, this study investigated how 59 first-year students at a private college felt about using Kahoot in their English classes.

To achieve the research aims, an explanatory sequential mixed-method design was employed. Firstly, quantitative data was gathered through a questionnaire. Afterward, based on the results of the questionnaire, a focus-group discussion was conducted to get qualitative data for the research.

The consistent findings of quantitative and qualitative data suggested students' positive perceptions of the use of Kahoot in English classrooms. Attention, relevance, confidence, and satisfaction were essential characteristics of Kahoot that contributed to learners' pleasant learning experiences.

The research was expected to be beneficial to language teachers and educators. In other words, this study was hopefully used as a reference for teachers who wanted to investigate their learners' perceptions toward the integration of information technology in language classes. From there, they could find appropriate teaching activities, which could fully exploit the potential support of modern information technology to enhance learners' pleasant learning experience and learning effectiveness.

Keywords

Kahoot, Game-based learning, Motivation, Perceptions.

FCLE 016

10:35 – 10:55

Exploring the Transformative Potential of Blended Learning with MOOCs: A Case Study in Vietnamese Higher Education Amidst the COVID-19 Pandemic

Ho Thi Thao Nguyen[1], **Le Ha Van**[2] and Pham Thi Khanh Ly[3]

[1]FPT University, Hanoi, Vietnam

[2]FPT University, Ho Chi Minh City, Vietnam

[3]FPT Primary and Secondary School, Hanoi, Vietnam

Abstract

The proliferation of communication technology has exerted a profound and multifaceted impact across various spheres of life, including the global education landscape. The recent, unforeseen disruption caused by the Covid-19 pandemic has precipitated a rapid and unprecedented surge in the adoption of communication technologies, such as social media platforms and Massive Open Online Courses (MOOCs), as a critical means to substitute traditional, in-person education. This study seeks to delve into the advantages of employing a blended learning approach through the integration of MOOCs within undergraduate programs at a Vietnamese university. The methodology employed in this study encompassed semi-structured interviews conducted with a diverse spectrum of stakeholders, including administrators, lecturers, curriculum developers, and students. The principal findings of this investigation underscore several pivotal benefits attributed to the adoption of blended learning via MOOCs, as perceived by the involved stakeholders including the enhancement of professional knowledge and the cultivation of 21st-century skills, the facilitation of learner autonomy and the promotion of lifelong learning and the preparation of individuals for future career prospects. These findings not only shed light on the efficacy of blended learning through MOOCs but also hold implications for the broader discourse surrounding contemporary educational paradigms and their alignment with the evolving needs of students and the workforce.

Keywords

Blended learning, MOOCs, Educational technology, Higher education.

FCLE 059

10:55 – 11:15

Investigating the Acceptance and Intention to Use Blended MOOCs for English Language Learning from English Major Students' Views

Anh Tuan Pham[1], Muhammad Ridhuan Tony Lim Abdullah[2] and Poon Wai Ching[2]

[1]FPT University, Can Tho City, Vietnam

[2]Universiti Teknologi PETRONAS, Perak, Malaysia

Abstract

Blended MOOCs (b-MOOCs), a hybrid approach that combines MOOC-based online learning and face-to-face classes, offer an adaptable and flexible learning environment in the field of educational technology. Therefore, the implementation of b-MOOCs has recently gained popularity in global

educational settings, particularly in the field of English language learning. However, studies show that the completion rate of MOOCs was quite low, so research on various influential dimensions and reasons underlying students' acceptance of b-MOOCs is timely. The study aims to investigate the extent to which English major students perceived the use of b-MOOCs and their continuance intention to use b-MOOCs for English language learning.

A mixed-methods approach, including a survey and semi-structured interviews, was employed with the participation of 200 English major students at a private university in Vietnam. The 31-item 5-point Likert scale survey employed the unified theory of acceptance and use of technology (UTAUT) as the theoretical framework.

The results reveal that students' perception of the use of blended MOOCs was quite positive. In addition, students claimed that b-MOOCs were useful for their English language learning. Students would continue to use MOOCs in their blended classes since b-MOOCs were beneficial to their English learning process. The results of the study offer valuable insights into the acceptance of b-MOOCs and the degree of factors affecting students' intention to continue to use blended MOOCs in English courses.

The study informs educators, educational institutions, and MOOC providers to enhance the effective implementation of b-MOOCs, contributing to the ongoing discussion on technology-driven language education and the optimization of language learning experiences in a digitally transformed educational landscape.

Keywords

Blended learning, MOOCs, English learning, Acceptance.

FCLE 019

11:15 – 11:35

The Impacts of Students' Acceptance of ChatGPT on their Academic Self-Efficacy

Mai Thi Truc Le and Khue Van Tran

FPT University, Can Tho City, Vietnam

Abstract

Literature on educational technology has highlighted the relationship between learners' acceptance of technology use and their academic self-efficacy beliefs, which leads to the enhancement of academic achievement. ChatGPT, a generative language model recently developed by OpenAI, has been reported to have potential opportunities and challenges in education. However, little research has been conducted to examine the impact of students' acceptance of ChatGPT on students' academic self-efficacy. This quantitative method was carried out to examine the effects of students' acceptance of ChatGPT on their academic self-efficacy at a private university in the Mekong Delta, Vietnam. Data were analyzed using a partial least squares structural equation modeling (PLS-SEM). Results generated from a questionnaire survey, including 263 students, indicated that students' perceived ease of use, perceived usefulness, and attitude of ChatGPT had an effect their academic self-efficacy. However, students' perceived usefulness of ChatGPT had no direct impact on their academic self-efficacy. Additionally, students' perceived ease of use of ChatGPT directly affected their perceived usefulness and attitude.

Based on the results, it is recommended that educators and AI developers should focus on these factors to effectively enhance students' learning self-efficacy. Furthermore, other factors affecting students' academic self-efficacy while learning with ChatGPT need to be further explored.

Keywords

ChatGPT, AI tool, Academic self-efficacy, TAM model, Higher education.

FCLE 003

14:15 – 14:35

Learner Engagement: A Comparative Analysis between Online and Offline Teaching Modes

Tran Ngoc Tien[1], **Lu Van Tuan**[2] and Nguyen Thi Ton Nu Phuong Linh[2]

[1] *Vietnamese–German University, Binh Duong Province, Vietnam*

[2] *FPT University, Ho Chi Minh City, Vietnam*

Abstract

Online mode of teaching has been considered a crucial alternative method in maintaining lesson delivery and sustaining classroom activities, especially during the COVID-19 Pandemic time. Nonetheless, there have been lots of concerns about the effectiveness of online delivery in terms of learning engagement and educational outcomes. This study examines the level of learner engagement in online and face-to-face modes of lesson delivery via four dimensions, skills, interaction, emotion, and performance. A mixed-method research approach was employed on 554 English language studies majors at Hoa Sen University in 2020 who took half of the semester online learning and another half offline. Data was collected via survey, in-depth interviews, informal discussions, and personal observations; and analyzed by using descriptive and comparative analysis. Offline learning and teaching methods were found more efficient by the participants in all four dimensions, skills, interaction, emotion, and performance. Furthermore, learners also revealed that they needed to put more effort into their online learning and gained fewer benefits than offline. Teachers, educators, and school management boards can benefit from the study by gaining a thorough understanding of how learners' engagement is affected by both offline and online learning settings.

Keywords

Learner engagement, Online learning, Offline Learning, Comparative analysis, English language teaching.

FCLE 001

14:35 – 14:55

Challenges and Implications of Blended Learning Adoption in the Age of Communication Technology: Lessons from the COVID-19 Pandemic

Ho Thi Thao Nguyen[1] and Le Ha Van[2]

[1]*FPT University, Hanoi, Vietnam*

[2]*FPT University, Ho Chi Minh City, Vietnam*

Abstract

The pervasive influence of communication technology has profoundly shaped contemporary life, with significant implications for global education. The unexpected disruption brought about by the COVID-19 pandemic prompted a rapid adoption of communication technologies, such as social media platforms and Massive Open Online Courses (MOOCs), as substitutes for traditional in-person education. This transition to digital alternatives revealed notable shortcomings, particularly in regions lacking robust online education infrastructure. Despite extensive prior research on online education, encompassing fully digital and blended learning models, a definitive assessment of their overall effectiveness remains elusive despite the availability of shared technological resources. Consequently, a universally applicable set of best practices remains undefined. This study aims to address this gap by exploring challenges within the context of blended learning. Employing a thematic analysis approach, interviews were conducted with stakeholders from four campuses of a private institution in Vietnam, including ten administrators, eleven lecturers, three curriculum developers, and six students. Key findings highlight several issues. Students face challenges related to self-discipline, academic dishonesty (e.g., cheating and plagiarism), and limited engagement in the blended learning environment. Educators encounter difficulties in effective mentoring and student performance evaluation. The higher education institution faces constraints related to the adequacy of Coursera MOOCs' learning materials, notably plagiarism detection software, and challenges related to the peer review process in assignments, hindering successful blended learning implementation.

Keywords

Blended learning, MOOCs, Challenges, Higher education, Communication technology.

FCLE 021

14:55 – 15:15

Leveraging Google Translate for English Speaking Proficiency: A Look into Students' Attitudes

Uyen Thao Truong, Cong Thanh Vo, **Hoang Tien Le**, Chi Hung Nguyen and Ngoc Hoang My Nguyen

FPT University, Can Tho City, Vietnam

Abstract

Goole Translate (GT) has become an indispensable tool among language students in recent years and has been observed to be relied on for in-class speaking activities. This study aims to explore how university students perceive the role of GT in enhancing their English-speaking skills. A quantitative method using a

5-point Likert scale questionnaire is employed for data analysis. Participants were 276 university students of different majors aged 18-23 at a private institution in the Mekong Delta of Vietnam. Overall, the finding yields neutral results for both attitudinal aspects, which do not seem to align with most relevant studies. It provides both practical and theoretical implications. It suggests a reevaluation of attitudinal theories. Also, long-established theories in second language acquisition (SLA) must incorporate emerging AT-featured tools (e.g., GT, ChatGPT, Quillbot, etc.) in their perspective since SLA theories must accurately reflect the current learning environment to stay practical and relevant. In practical terms, the neutral attitudes towards online tools in a context like Vietnam might act as an encouragement to include cultural and local contexts in the adoption of technologies in language learning. Moreover, the result might also imply that educational systems have a certain influence on the integration of technologies in language learning. Global literature might consider incorporating perspectives from underrepresented contexts to provide a comprehensive lens into the research in the field.

Keywords

Higher education, English learning, Attitude, Google Translate.

FCLE 017

15:15 – 15:35

University Students' Attitudes Towards the Utilisation of TikTok in Boosting Oral Proficiency

Vu Khanh Duong and Danh Thanh Ly

FPT University, Can Tho City, Vietnam

Abstract

Many social media platforms have been utilised in teaching English around the world. TikTok, a social media platform based on creating and sharing short videos, has been employed by many teachers. Several studies have shown the efficiency of applying TikTok in teaching pronunciation, particularly boosting oral proficiency. Nevertheless, students' attitudes toward using TikTok for oral speaking proficiency have not been thoroughly investigated. This study aims to examine university students' attitudes towards it. The current study used both quantitative and qualitative methods, including a 5-point Likert scale questionnaire and a semi-structured interview. The study included 258 EFL students from a private university in Vietnam who had prior experience using TikTok to practise oral proficiency. The findings revealed that the university students in this study responded positively to the application of Tiktok in learning oral proficiency regarding affect, behaviour, and cognition. Although students favoured TikTok due to its potential to enhance motivation, engagement, and memory, specific concerns were identified that necessitated improvements from both TikTok developers and educators.

Keywords

Tiktok, Flatform, Pronunciation, Oral proficiency, Attitudes.

SESSION
LINGUISTICS AND CURRICULUM

Time: 10:15 – 15:35, January 21st, 2024 (Indochina Time, GMT+7)
Location: Room A311, Alpha Building
Session Chair: Dr. Le Thi Duyen, FPT University, Vietnam

FCLE 068

10:15 – 10:35

Translanguaging in English Medium Instruction at a Polish University. A Controversy or a Solution?

Piotr Romanowski
University of Warsaw, Warsaw, Poland

Abstract

Imparting content through the medium of a foreign language is a phenomenon that has grown exponentially in tertiary education all over the world. English, which has an established status of a lingua franca worldwide, stimulates academic internationalisation of universities. Consequently, educational institutions with EMI are more favoured by students, hence English competes with Polish as the medium of instruction in Poland. The choice to use English exclusively in EMI courses results from methodological assumptions, thus it might seem unnatural to notice the translanguaging pedagogy being employed. On the other hand, bilingual and multilingual speakers may draw upon all their languages (e.g. Polish and English) to express their thoughts, make meaning in their situated social context and achieve specific goals. In the field of education, translanguaging has proved to be an effective pedagogical practice in facilitating language and content integrated learning.

This study explores students' practices of translanguaging in a Polish higher education institution offering EMI programmes. Adopting a qualitative case study approach, this research revealed that students made use of various translanguaging strategies to create a 'translanguaging space' for content learning. The use of many of the students' linguistic repertoires, associated with the use of texts in English, meant that in fact, several questions on terminology and content arose, leading to reflections, discussions and ultimately greater, deeper understanding of the content. Applying translanguaging in EMI courses obliged the students to discuss terms and the content they conveyed through a collective and metalinguistic reflection, facilitating a co-construction of knowledge.

Keywords

EMI, Translanguaging, Higher education, Internationalisation, Perceptions.

FCLE 062

10:35 – 10:55

Challenges Faced by Students in a Flipped EFL Classroom at Fpt Polytechnic College

Phuong Nguyen Thi

FPT University, FPT Polytechnic, Hanoi, Vietnam

Abstract

This research, authored by Phuong Nguyen Thi, delves into the complexities of a flipped English as a Foreign Language (EFL) classroom at FPT Polytechnic College in Hanoi, Vietnam. It scrutinizes the challenges that non-English-majoring students encounter in this innovative pedagogical model. As the world becomes more interconnected, English proficiency is pivotal for academic and professional success, making this research critical for addressing the unique educational needs of these students.

By gathering data from students through surveys and interviews, the research will provide valuable insights into the dynamics of the flipped EFL classroom at FPOLY, contributing to the broader field of EFL pedagogy.

Its findings will empower educators and policymakers to enhance language education practices and equip non-English-majoring students with the language skills they need for success in a globalized world.

This research uniquely investigates difficulties faced by non-English majors adapting to flipped EFL classrooms at FPT Polytechnic Vietnam. Despite existing literature largely focusing on theoretical promise or positive impacts, few studies examine practical challenges students encounter, especially given limited prior English exposure.

Keywords

Flipped classroom, Students' challenges, Student engagement, EFL classrooms.

FCLE 024

10:55 – 11:15

The Impact Factors on Teaching Anxiety Using Decision Tree Analysis: A Case Study of English Teachers in Japanese Universities

Rei KATAOKA

Hokkaido University Graduate School of International Media, Communication, and Tourism Studies, Japan

Abstract

The purpose of this study was to determine factors influencing teaching anxiety among English (foreign language) teachers at Japanese universities or junior colleges, and the extent to which these factors influence teaching anxiety. To do so, a survey was conducted among university faculty members who teach English classes in Japan. According to the results of the decision tree analysis, the factors influencing teaching anxiety, in descending order of influence, were "Recognizing changes in educational

policies regarding English education", "Feeling fulfilled by research activities", and "Having family (or friends) to consult about teaching anxieties". This suggests that university English teachers' teaching anxiety does not exist in isolation but is closely related to other aspects of their lives, such as research activities and personal life. The findings also imply that, as a means of alleviating teaching anxiety, providing teachers with support that enables them to keep abreast of changes in English language teaching policies and creating an environment that enables teachers to function in research activities are both effective tools. The knowledge gained from this study could provide not only valuable insights for English teachers to cope with similar anxious situations but also inform the development of effective teacher support.

Keywords

Teaching Anxiety, Factors Influencing Teaching Anxiety, English Teacher, Decision Tree Analysis, Teacher Cognition.

FCLE 013

11:15 – 11:35

Delving into L1 Negative Transfer of Vietnamese English Language Learners: A Qualitative Study

Nghi Tran Tin[1], Thang Nguyen Tat[2] and Hai Pham Hong[3]

[1]Ho Chi Minh City University of Industry and Trade, Ho Chi Minh City, Vietnam
[2]Da Lat University, Lam Dong Province, Viet Nam
[3]University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City, Ho Chi Minh City, Vietnam

Abstract

The current study aimed to gain insight into the nuanced challenges that Vietnamese learners encountered due to the interference of their native linguistic structures and norms. This study took a qualitative approach to explore the intricate journey of Vietnamese learners as they acquired the English language. This study focused on the influence of negative transfer from their first language (L1) by drawing upon in-depth interviews and observational data from a group of Vietnamese university students. The results showed that despite exhibiting high levels of motivation and enthusiasm for learning English, Vietnamese learners struggled with the shadows of L1 interference in areas such as pronunciation, syntax, and idiomatic expressions. The tonal nature of the Vietnamese language led to intonation patterns in English that deviated from native norms. Direct translations also contributed to unidiomatic English, indicating a deep influence of L1 thought patterns. Additionally, cultural contexts embedded within language presented challenges as some concepts and expressions in Vietnamese did not have direct equivalents in English. Although students faced various obstacles, they utilized a variety of adaptive techniques to lessen the impact of negative transfer. These techniques included code-switching, peer correction, and self-reflection. The study emphasized the significance of recognizing and comprehending the significant role of L1 when creating English language educational programs and teaching techniques for Vietnamese students. By illuminating the specific challenges and adaptive strategies of these learners, educators could personalize their approaches, leading to a more comprehensive and efficacious language-learning atmosphere.

Keywords

Negative L1 transfer, English language acquisition, Cross Linguistic Influence.

FCLE 066

14:15 – 14:35

Exploring Opening Sequences and Addressing Strategies in Vietnamese Telephone Requests: A Study of Politeness and Power Dynamics

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Abstract

This research investigates the opening sequences and addressing strategies employed in Vietnamese telephone requests, specifically focusing on politeness and power dynamics. Three telephony query processing models serve as the conceptual framework for this study. Eighty college students with diverse majors participated, and discourse completion tests were utilized as survey instruments. The findings reveal that affirmative words are typically used by Vietnamese speakers in their queries, ranking them first or second in Ervin-Tripp's six-category classification. Moreover, speakers demonstrate respect on the phone by employing kinship terms like "anh" (older brother), "chị" (older sister), "chú" (uncle), and "bác" (elder uncle/ aunt) when addressing strangers. Pronouns addressing the speaker's interlocutor are omitted when conversing with individuals of equal power. Overall, this study offers valuable insights into Vietnamese telephone etiquette and can serve as a resource for teaching Vietnamese to non-native speakers.

Keywords

Content analysis; Conversation analysis; Conversational opening; Conversational opening section; Opening sequences.

FCLE 012

14:35 – 14:55

The Perception of University Students of the Use of Quillbot in English Writing Classes

Danh Thanh Ly

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Abstract

Writing poses a significant challenge for a majority of students. The use of Quillbot, an educational tool, may alleviate the obstacle in writing, specifically in paraphrasing. Nevertheless, the utilization of Quillbot in university writing classes has not been fully investigated. Thus, this study aims to investigate the perceptions of EFL students regarding the utilization of Quillbot in writing classes. The present study employed both quantitative and qualitative approaches with a 7-point Likert scale questionnaire and a semi-structured interview. The participants in the study were 256 EFL students at a private university in Vietnam who had prior experience using Quillbot. The findings revealed that the university students in

this study responded positively to using Quillbot to assist them in improving the quality of their writing regarding the perceived usefulness, perceived ease-of-use, attitude toward using technology, behavioral intention to use the system, and satisfaction. Nevertheless, several challenges were also addressed to aid EFL students in enhancing their writing skills. Implications for practical applications of Quillbot in writing classes were explored in this research to boost students' writing performance.

Keywords

Quillbot, Educational tool, Paraphrasing, Perceptions, Writing.

FCLE 029

14:55 – 15:15

Advertising Discourse in Korean and Vietnamese: from the Perspective of Consumer Perception

Le Do Uyen

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Abstract

The reason for conducting this study is to better understand how cultural dynamics and linguistic nuances impact consumer perceptions in global marketing. This is especially important in the rapidly changing markets of Vietnam and South Korea, where language and culture play a crucial role in shaping consumer behavior and response to advertising. The study primarily focuses on Marketing Communications and investigates the interaction between language and marketing. It aims to examine the intricacies of advertising discourse in the broader context of linguistic and cultural influences on marketing strategies in Vietnam and South Korea. We use qualitative research methods that focusing on semiotic content analysis, to dig deeper into grammar, vocabulary and other communication elements. The research results show apparent differences in approaches to advertising discourse between two countries, reflecting marked differences in culture and related values. Understanding these differences is essential for advertisers to develop more effective campaigns and build stronger connections with their target audiences.

Keywords

Advertising, Consumers, Discourse, South Korea, Vietnam.

FCLE 038

15:15 – 15:35

Navigating the AI-Powered Creative Landscape: A Study of Student Perceptions and Behaviors in Graphic Design Education at FPT University in Vietnam

Ha My Phuong and La Hong Quan

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Abstract

During this period of advanced technology, powerful tools like Adobe Firefly, Midjourney, and ChatGPT have arisen. These technologies are capable of quickly producing top-notch creative output, including graphics, text, and videos. These game-changers have achieved a level of efficiency that surpasses that of human designers in terms of both speed and quality. The increasing use of generative AI models in graphic design education, especially among students at FPT University in Vietnam, has initiated a significant discussion and transformation in the field.

This study aims to investigate the diverse effects of generative AI on students, examining important factors such as their perspectives, usage patterns, and the frequency with which it is incorporated into the learning process. The research employed a thorough methodology that includes a literature review, quantitative and qualitative questionnaires, a pilot study, and focus group interviews. The findings go beyond simple statistical discoveries, shedding light on the complex interaction between students and AI systems. The study reveals the full scope of AI's impact and explores the underlying motivations, problems, and goals of students as they navigate this transformational environment.

The research finishes by providing concrete guidelines that enable students to utilize the advantages of generative AI while maintaining the integrity of their creative process. This study provides an analysis of the current impact of AI integration in students' fields. It also serves as a recommendation for future educational practices, ensuring that the combination of creativity and technology progresses in an ethically grounded manner.

Keywords

Generative AI, Digital Art, Education Metrics, Responsible AI Use, AI in Education.

Thank you letter

Dear Attendees,

On behalf of the Organizing Committee, we would like to thank you for attending FPT Conference on Language and Education (FCLE 2024) on January 20th – 21st, 2024, at FPT University, Can Tho Campus, Can Tho City, Vietnam.

We hope that you have found the conference informative and worthwhile. The primary goal of this conference was to provide opportunities for academicians, researchers, staff and partners of FPT Education to connect, exchange and share in an open research forum.

We believe that the professional and experienced keynote speakers and dynamic presenters have provided in-depth insights, models, methods, theories, and practices that will work in various fields, including but not limited to language and education. At the same time, we can confidently state that FCLE 2024 could not have achieved such high quality had it not been for the strong support from members of the Review Board.

Your participation, presentation and interaction during FCLE 2024 are of great significance to the success of this year's conference. We wish you all the best and look forward to seeing you again at FCLE in the upcoming years.

FPT CONFERENCE ON LANGUAGE AND EDUCATION FCLE 2024